DOCUMENT RESUME

ED 445 987 SO 032 066

AUTHOR Harwood, Angela; Underhill, Callie
TITLE Promising Practice for K-16 Project Connect: School-University Collaboration for Service-Learning. Promising Practices Paper.
INSTITUTION Education Commission of the States, Denver, CO.
SPONS AGENCY Kellogg Foundation, Battle Creek, MI.
REPORT NO ECS-SL-00-01
PUB DATE 2000-04-12
NOTE 14p.
AVAILABLE FROM Education Commission of the States, 707 17th Street, Suite 2700, Denver, CO 80202-3427; ($4, plus shipping and handling); Tel: 303-299-3600; Fax: 303-296-8332; Web site: (www.ecs.org/ecs/ecsweb.nsf).
PUB TYPE Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; *Educational Practices; Elementary Secondary Education; Grade 8; Higher Education; Middle Schools; Preservice Teachers; Program Descriptions; *Service Learning
IDENTIFIERS Bellingham Public Schools WA; *Project CONNECT; Western Washington University

ABSTRACT

This issue paper describes a professor's and a teacher's experiences with Project Connect, an ongoing collaborative service-learning project between preservice teachers at Western Washington University (WWU) and eighth-grade students at Fairhaven Middle School in the Bellingham (Washington) Public School District. The paper explains that for both university and eighth-grade students the project features strong academic components designed to meet state and national learning standards, as well as opportunities for students to provide sustained, needs-centered service to community organizations. It describes the project's rationale, outlines how the project actually worked, and reports outcomes for each set of students. Provides recommendations for helping others create similar collaborations. Contains 14 references and a list of resources/organizations. (BT)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 445 987

Promising Practice for K-16 Project Connect: School-University Collaboration for Service-Learning. Promising Practices Paper.

Harwood, Angela
Underhill, Callie

SO 032 066

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S.F. Walker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

EDUCATION COMMISSION OF THE STATES

ECS

Promising Practices Paper

SERVICE-LEARNING

ECS • 707 17th Street, Suite 2700 • Denver, CO 80202-3427 • 303-299-3600 • fax 303-296-8332 • e-mail ecs@ecs.org • www.ecs.org

PROMISING PRACTICE FOR K-16 PROJECT CONNECT: SCHOOL-UNIVERSITY COLLABORATION FOR SERVICE-LEARNING

Introduction

Partnership is a recurring theme in education these days: partnerships between schools and communities, between colleges and nonprofit organizations, between high schools and elementary schools, and between K-12 and higher education systems. Whether one refers to the latter partnerships as K-16, Pre-K-H or K-PhD, what truly defines them is the level and type of interactions among the school, university and community.

It is fairly easy to develop a *thin* partnership between a college and a school, where college students perform some service to the school, learn about the teaching career and gain experience with younger students. It is extremely difficult to develop and implement a *thick* partnership between these two entities, in which students from both institutions serve, learn and enhance their skills. The collaboration described here examines many of the processes necessary for *thick* partnerships and provides insights into the ingredients of successful collaborations.

This ECS *Issue Paper* describes the authors' experiences as a professor and teacher involved in Project Connect, an ongoing collaborative service-learning project between preservice teachers at Western Washington University (WWU) and 8th-grade students at Fairhaven Middle School in the Bellingham (Washington) Public School District. The project features strong academic components for both university and 8th-grade students that are designed to meet state and national learning standards, as well as opportunities for students to provide sustained, needs-centered service to community organizations. This paper describes the project's rationale, outlines how the project actually worked and reports outcomes for each set of students. It also provides recommendations for helping others create similar collaborations.

Project Connect Rationale

Educators at all levels of schooling are expressing interest in service-learning as a promising pedagogical approach. The collaborative service-learning project described here helps teachers meet many personal teaching goals and gives both groups of students rich, developmentally appropriate learning experiences in a context meaningful to them. Students also get an opportunity to explore their roles as citizens and to make a positive difference on an issue of their interest. Working together gives us — at both the K-12 and higher education levels — an opportunity to support one another in creating and implementing new curricular approaches at our respective levels.

Meeting Early Adolescents' Needs

Service-learning is a powerful way to enhance young adolescent learners' cognitive, social and moral development. Many goals set forth by the National Middle School Association's publication, *This We Believe*, as well as emerging academic standards established by state departments of education and national teacher associations, can be effectively addressed through service-learning. Students' cognitive development is enhanced as they prepare for service. In conducting research about their projects, students develop and practice the skills of acquiring, analyzing and interpreting information — goals set forth by the National Council for the Social Studies. Additionally, for middle school students, service-learning does the following:

> "I do think that my experience has changed me. I am more open to volunteering for stuff, even if it is just raising my hand to say my opinion or give an answer. Going to the food bank has also made me thankful for what I have.... I want to work hard so I can go to college and get a well-paying job."
> – *Sarah, 8th grade*

- Provides a way for students to become connected to the community
- Gives students a chance to understand abstract concepts and international and national issues through the study of local issues
- Helps students become "intellectually reflective" youth who are doers and not just observers, as called for by the Carnegie Foundation in its *Turning Points* report
- Enables students to explore personal responsibilities and learn how citizens can participate in their government — all goals established for civics education by the Center for Civic Education.

Service-learning also contributes to middle school students' social and moral development. As students define community needs and brainstorm solutions to problems, they learn to connect the knowledge, skills and values they learn to positive civic action. Interacting with community agency partners and working together on projects help students practice their communication and cooperation skills. These opportunities for positive social interaction with adults and peers help students explore relationships in a new context. In addition, taking action to meet the needs of their community helps connect students with community members and reinforce pro-social behaviors.

Enhancing Preservice Teacher Education

> "Regardless of my bad junior high experience, these kids seem to be really happy people. Even students who I would have picked as 'the rebels' were great kids. I now know not to judge these kids. I learned that younger people are caring more about their community and other people than the people I grew up with. I have learned to take them a lot more seriously than I would have before."
> — *Jen, preservice teacher*

There is also a growing interest in service-learning as a key component in teacher education programs, partially because service-learning provides education students with extended opportunities to work with young people. Researchers report the following benefits of incorporating service-learning into teacher education:

- Increased self-esteem and self-efficacy (Wade, 1995)
- Gains in thinking complexity (Batchelder & Root, 1994)
- More successful student teaching internships (Sullivan, 1991)
- Increased sensitivity to diversity issues (Seigel, 1995)
- Stronger commitment to social justice (Vadeboncoeur, et al., 1996)
- Better understanding of the social and psychological elements children bring to the classroom (Edwards, 1996).

Project Connect

Overview

While the project is ongoing, this section looks at the project in spring 1999. In that year, the project lasted for just under five months (see the Timeline and Responsibilities Chart on page 4 for a breakdown of tasks over those months).

The 8th-grade students did the classroom portion in a two-period integrated social studies and language arts core class. The university students enrolled in a course titled "Seminar in Service-Learning." In both the university and public school classrooms, we identified community problems, researched current events, gathered varying perspectives on issues, and explored public policy using print and Internet resources. Students then established service action plans and spent one two-hour block of time in community agencies each week for eight weeks.

"Through service-learning, I have developed a higher level of communicating to strangers. It is easier to make conversation with people I'm unfamiliar with. I think that communication is a great skill to master."
– Jacob, 8th grade

Working with the Center for Service-Learning on the WWU campus, we found placements for the 23 university students and 150 8th graders involved in the project. The placements ranged from working with city parks personnel on planting and stream rehabilitation, to working in day care centers, elderly care facilities, the food bank, a local AIDS hospice and an animal care shelter.

Preservice teachers transported 8th-grade teams to their service sites and engaged in service activities along with them. Both groups took part in reflective discussions on the return trips to school and followed the trips with journal writing. The 8th-grade students completed a final project with both individual and group components.

In this project, participants focused on several of Washington State's essential academic learning requirements. Through preparation, service, reflection and culminating activities, the following state goals and objectives were addressed:

- Communication
  - — The student uses communication strategies and skills to work effectively with others.
  - — The student communicates to a wide range of audiences for a variety of purposes.
- Writing
  - — The student writes clearly and effectively.
  - — The student writes in a variety of forms for different audiences and purposes.
- Civics
  - — The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.
- Reading
  - — The student reads different materials for a variety of purposes.

"The art of questioning is a crucial skill for the teacher in this learning environment. How do you access [students'] thoughts and feelings and help them articulate what is in their heads? I see the art of questioning as crucial in the traditional class set-up as well."
— Stephanie, preservice teacher

Academic preparation for the 8th-grade students began two months before their work at the service sites. The students brainstormed potential service activities within the categories of "working with animals," "the environment," "working with elderly," "working with children" and "social services." Students were given a choice of working on projects from these five topic areas. Once each student had chosen a topic for his or her work, they took part in several activities to learn more about their topics.

From the outset of the project, the middle school students were required to compile a collection of current events reports related to their service topic areas. Students studied current events in the newspaper, on the radio, television and Internet to help them become familiar with issues. They then conducted research by locating pertinent legislation at the U. S. Congress World Wide Web site.

Prepared with information from the media and their Internet searches, students drafted legislation pertaining to their issues which they then discussed in a mock Congress.

Collaborative Service and Reflection Activities

On service days, students reported to their core class, recorded journal questions to be addressed and left for the site with their adult volunteers (either preservice teachers or parents). Before these adult volunteers were allowed to drive and chaperone students, they underwent a fingerprinting background check required by the state and were given information on sexual harassment. They also signed forms indicating they had private vehicle insurance. Additionally, students were required to return a field trip permission form signed by their parent or guardian.

Project Connect Timeline and Responsibilities Chart

Date	Fairhaven Middle School Responsibilities	Shared Responsibilities	Western Washington University Responsibilities
January	• Identify essential learning requirements to be met • Meet with district service-learning coordinator • Administer pretest to 8th graders • Introduce service-learning in core classes • Brainstorm issue topics with students and identify student interest areas • Identify theme areas • Begin current issues discussions	• Define project goals • Meet with Center for Service-Learning (CSL) staff to describe project • Call potential sites, work with CSL to identify and contact others	• Meet with CSL to initiate project contact • Construct pretest • Visit potential sites • Create packet to distribute to sites describing project • Create curriculum for seminar in service-learning
February	• Continue current events discussions • Plan congressional simulation	• Continue contacting sites	• Research Web sites to use with 8th graders • Pre-visit sites
March	• Do congressional simulation • Research service-learning topics on the Web • Host guest panel of experts in topic areas • Identify parent volunteers to chaperone at sites	• Begin mapping site chart with times and students who will go to each site • Distribute and collect district volunteer forms • Create master schedule of volunteers, sites, students • Create individual site sheets with names of contact people, students, driver, driving directions and emergency phone numbers • Identify and contact potential guest speakers	• Promote service-learning opportunity in university classes • Identify university student participants • Confirm with sites • Begin service-learning seminar, spring quarter • Administer pretest to university students
April	• Begin service-learning field activities • Do weekly reflective writing • Create final project rubrics • Identify and work on final project topics	• Greet volunteers and help them find the classroom • Introduce drivers and students, coordinate departure from school • Visit sites	• Continue seminar • Do weekly reflective writing • Troubleshoot and problem solve • Check progress with sites • Create post-tests
May	• Continue service activities and reflection • Present final projects • Administer post-test • Celebrate!	• Plan final celebration	• Continue service activities and reflection • Attend project presentations and celebration • Administer post-tests

BEST COPY AVAILABLE

Travel time to and from the sites was used as an educational opportunity. Students and adults discussed events and raised questions to be answered during their time at the site. The 8th graders and preservice teachers then spent their time on site working side by side, providing services needed by the agencies and organizations with whom they worked.

Because reflection is the key component that leads to the learning in service-learning, education students and 8th graders engaged in reflective discussions as they returned from their site visits each week. Together, the students talked about what they did and how their activities and observations related to weekly news and the research they had conducted about local issues. The middle school students were required to write reflective journal entries each time they returned from their site. Students described the sites and the people they met there, analyzed how they made a difference at their site, reported on career possibilities they had learned about and explained how their experience had changed them.

In addition, they responded to questions or "journal prompts" that gave them a specific focus for learning each time they went into the field. The following are a few examples of journal prompts used with the 8th-grade students:

- How is this experience meaningful and relevant to you?
- What did you learn about yourself today?
- What have you learned about career possibilities related to your site?
- How has your experience changed you?

(Before service-learning)
"I don't really see myself as a community servant outside of school because I have a busy life, I'm lazy, and I don't feel a very strong need to go out and clean up in my spare time."

(Same student after service-learning)
"I guess this experience has helped me understand how lonely old people are that are in nursing homes, and to understand what it must be like for them. I think it may have made me a little happier, giving me something to do. Also, it's given me a reason to go to school on Wednesdays. Before it was just like every other boring, pointless day, and I didn't want to get up in the morning."

— 8th grade girl

Writing about their experience gave students the opportunity to practice written communication skills in addition to helping them process their learning. Journal entries were collected and counted toward the students' final unit grades.

"For a number of years, the Bellingham Public Schools have benefited from the participation of Western Washington University students in collaborative efforts to support student learning at all levels. The Fairhaven Middle School service-learning project is an outstanding example of how this university-school partnership can work to enhance learning for all of the involved students. In the school district, we are especially appreciative of university faculty initiatives to work with our teachers and administrators to design learning projects which give university students hands-on experiences while providing younger students expanded opportunities for learning support. Project Connect at Fairhaven offers a service-learning experience for both middle school and university students.

"Our school district has a clear mission and focus on maximizing learning and teaching in our schools and on providing safe, supportive learning environments for students. Service-learning projects like Project Connect require our students to apply and integrate their knowledge and to use basic skills to complete a real task. This project focuses student work on academic objectives while engaging young adolescents in meaningful work and service. The evidence shows that students gain academically, socially and emotionally from these experiences. This project provides a framework for real growth as a learner, as a communicator and as a citizen."

— Dale Kinsley, superintendent, Bellingham (Washington) Public Schools

In addition to the project presentation, the 8th-graders' accomplishments were celebrated through the creation of a public display of photographs for the middle school lobby, providing a sense of accomplishment and recognition for students. Selected photographs are also on display in the university's Department of Secondary Education and the Center for Service-Learning.

Outcomes

> "The thing I learned about myself today is that I can bring happiness and joy to others by doing the simplest task in the world — visiting and talking with people who rarely have that opportunity."
>
> *— Enoch, 8th grade*

This project brought out the best in both the 8th-grade and college students. When a director of one of the elderly care facilities suggested one student might bring in something related to his interest in baseball, the student returned the next week with a framed collage of pictures which he shared with residents. Other students gained a concrete sense of accomplishment when the seedlings they planted at the beginning of their project showed substantial growth by the end of their time in the field. Preservice teachers returned with excitement from working with 8th graders, expressing confidence that they would be successful as teachers. Putting students in the role of helping others — whether younger students, animals or persons in need of health care — gave some of them a confidence that would be difficult to draw out in more traditional classroom settings.

Several students said they would like to continue their community service, which serves as an inspiration to the adults involved. It is refreshing and exciting to work with students who want to explore their positive potential, and service-learning is an excellent way to help them discover what they can do. Through a systematic analysis of the reflective journals written by the students, analysis of the videotapes of their presentations, discussions and our own observations of the students' growth, teachers saw a tremendous positive impact from their service-learning experiences.

Specifically, 8th graders realized the following learning outcomes:

- Increased communication skills
- Greater knowledge of community issues and agencies
- Career goal clarification
- Awareness of the responsibilities of citizenship.

> "Service-learning is a tool that can effect a powerful change in students. It can reach the 'unreachable' student and help those students to learn who learn best by nontraditional or hands-on methods."
>
> *– Kyle, preservice teacher*

An analysis of the weekly reflections and pretest and post-test questionnaires indicated that the preservice teachers also gained from the project in many ways, including the following:

- Hands-on knowledge of how to use service-learning in classrooms
- Enhanced teaching skills
- Greater understanding of middle school students
- Increased use of media to follow current events.

Challenges and Benefits of Collaboration

Although either of us could have conducted service-learning projects without the other, we found that connecting these two levels of students increased the impact of the project overall. Making the collaboration work for both levels of students required careful and thoughtful planning and a high level of attention to detail. As leaders, we met several times to outline project goals and objectives for each set of students, to define tasks and responsibilities, and to align the curriculum and school calendars for 8th-grade and college classes.

Among the challenges we faced were the following:

- Finding enough time to plan together
- Matching university and middle school schedules and calendars
- Working within the time constraints of a two-period middle school core
- Creating buy-in for service-learning at both levels of schooling
- Aligning curriculum and activities to meet the needs of both middle school and preservice teacher curricula simultaneously.

Each challenge was addressed as it arose. Creative scheduling and continued open dialogue allowed us to identify and overcome each potential obstacle. The learning for both groups of students was enhanced through their interaction with one another — each group brought a unique perspective to the project and helped the other to reflect on events and experiences from a different vantage point.

> "I think I will do volunteer work in the future because I think it is important for teens to get involved in something other than their own personal lives. I think a few teenagers give our whole social class a bad name. I want people to realize that not all kids are self-centered and troublesome."
>
> *— Betsy, 8th grade*

We observed the following benefits for students:

- Preservice teachers provided positive adult role models for 8th-grade students.
- Eighth-grade students gave the preservice teachers a heightened appreciation for and understanding of the capabilities of middle-level learners.
- The collaboration gave preservice teachers an additional opportunity to work in schools.
- Increased numbers of drivers and chaperones enabled the middle school to use more service sites, which enabled 8th graders to have more control over their choices and therefore their learning.
- By serving and reflecting together, each group of students gained perspectives from the other.

As teachers, we also derived a number of benefits from our collaboration, including the following:

- Sharing responsibility for a complex learning/teaching approach
- Becoming confident in our ability to orchestrate complicated logistical details
- Strengthening each component of middle school and preservice teacher curricula by sharing teaching insights with each other
- Gaining personal satisfaction from teaching meaningful and relevant skills and information
- Becoming re-energized through innovating the curriculum.

Supporting Collaborative Service-Learning

To facilitate the development of Project Connect, we received strong support from both the Bellingham school district and the university. Perhaps most important, both schools gave us the freedom to try this innovative approach. Beyond that, Western Washington University supported the project by providing money to attend conferences related to service-learning prior to designing the project and a reduced teaching load during the quarter in which the actual project occurred. The university's Center for Service-Learning also helped contact community partners and find places for the service fieldwork.

> "I have learned the most about what a huge impact this type of project can have on the students, their long-term education, their outlook on life and attitudes towards those in need, the community's perceptions of youth, and myself."
>
> *— Marcie, pre-service teacher*

Both the middle school and district administrators supported efforts to implement this project and helped explain the project to other faculty and parents. They also supported travel to national conferences where we have discussed this project. After the initial year of the project, participation in the Washington State Contextual Teaching and Learning Consortium — a federally funded project located at the University of Washington — helped us refine and further build our components. Without these strong levels of support, it would have been much more difficult to implement this complicated project successfully.

Suggestions for Developing Collaborative Relationships

"Unlike the classroom where learning tends to be abstract, historical or literary, service-learning becomes a powerful and real experience for students. Additionally, in practicing democratic responsibility, students learn about their own value to the society. This strengthens motivation, interests and self-power."

— Deirdre O'Neill, principal, Fairhaven Middle School, Bellingham, Washington

To develop collaborative partnerships, universities and school districts need to communicate about their individual and mutual goals. University professors can work with district offices and school faculty to identify needs and play a supportive role in helping schools establish service-learning projects. Teachers can contact preservice teacher institutions to determine which faculty might share their interest in collaborating. Attending or providing inservice workshops can help university faculty and K-12 teachers make connections.

Once a collaborative partner has been identified, the following recommendations will help establish a smooth working relationship:

- Provide preservice and inservice teacher training on the pedagogy of service-learning
- Provide released time for planning to create collaborative relationships
- Clearly define roles for community agency, university and school personnel
- Provide support to help teachers make community contacts
- Become aware of and address university and district legal requirements
- Recognize that collaborative projects are built through a number of stages and allow time for components to be developed, refined and improved
- Provide recognition for both teachers and university professors who engage in innovative collaborations.

The following steps can help ensure a quality service-learning experience for both middle school students and preservice teachers:

- Allow students the opportunity to choose their service topic/site
- Provide ample time for processing learning and bringing the project to closure
- Use a variety of reflection techniques and use reflections to guide student learning
- Give preservice teachers both classroom and field-based experiences during service projects.

Conclusion

Working in a school district and university system that value service-learning highly was of utmost importance. The school district has identified service-learning as a key component in its *Middle Schools of the Future* position statement; the university acknowledges the role of service-learning in its institutional mission statement. The opportunity to share the project at inservice workshops and professional conferences to the enthusiastic response of our colleagues has proved invaluable. Given the depth of learning observed in the students who took part, the response from community organizations and parents, and our own personal satisfaction, we will continue to refine the curriculum and provide this learning experience for middle school and preservice students.

"Project Connect offers a comprehensive model of what service-learning can be — a truly integrated, collaborative endeavor where students work with community to define needs, reflection is integrated throughout the project, and deep, sustainable partnerships are developed. Project Connect also brings WWU's commitment to youth to fruition by increasing opportunities for Western students to serve children and youth."

– Lisa Moulds, program manager, Center for Service Learning, Western Washington University

"This project is precisely the kind of collaboration Western Washington University endorses and sponsors. I am pleased that our Center for Service Learning could assist in this project, and I am looking forward to many more collaborative endeavors such as this. Through the successful implementation and dissemination of results of service-learning collaborations such as Project Connect, I am confident that an expanding number of students at Western will be able to participate in community-based service-learning experiences and that our faculty will increasingly see the merits of these community-university connections."

– Kris Bulcroft, Center for Innovative Instruction, Western Washington University

References

Batchelder, Thomas H., and Susan Root (1994, August). "Effects of an Undergraduate Program To Integrate Academic Learning and Service: Cognitive, Prosocial Cognitive and Identity Outcomes." *Journal of Adolescence*, vol. 17, no. 4, pp 341-55.

Carnegie Council On Adolescent Development (1995). *Turning Points: Preparing American Youth for the 21st Century*. New York, NY: Carnegie Corporation.

Center for Civic Education (CCE) (1994). *National Standards for Civics Education*. Calabasas, CA: CCE.

Council of Chief State School Officers (CCSSO) (1995). *Integrating Service-Learning into Teacher Education: Why and How?* Washington, DC: CCSSO.

Edwards, June (1996, November). "A Dose of Reality for Future Teachers." *Educational Leadership*, vol. 54, no. 3, pp. 56-57.

Erickson, Joseph A., and Jeffrey B. Anderson (Eds.) (1997). *Learning with the Community: Concepts and Models for Service-Learning in Teacher Education*. Washington, DC: American Association for Higher Education.

National Council for the Social Studies (NCSS) (1994). *Expectations for Excellence: Curriculum Standards for Social Studies*. Washington, DC: NCSS.

National Middle School Association (NMSA) (1995). *This We Believe: Developmentally Responsive Middle Level Schools*. Columbus, OH: NMSA.

National Middle School Association (1991). *NCATE-Approved Curriculum Guidelines*. Columbus, OH: NMSA.

Seigel, Susan (1995). *Community Service-Learning as Empowering Pedagogy: Implications for Middle School Teachers*. Unpublished doctoral dissertation. Amherst, MA: University of Massachusetts.

Sullivan, R. (1991, February). *The Role of Service-Learning in Restructuring Teacher Education*. Paper presented at the annual meeting of the Association of Teacher Educators, New Orleans. Unpublished.

Vadeboncoeur, Jennifer A., et al. (1996, February). "Building Democratic Character Through Community Experiences In Teacher Education." *Education and Urban Society*, vol. 28, no 2, pp. 189-207.

Wade, Rahima (1995). "Developing Active Citizens: Community Service Learning in Social Studies Teacher Education." *Social Studies*, vol. 86, no. 3, pp. 122-128.

Wade, R. (1997). "Service-Learning in Preservice Teacher Education." In Wade, R. (Ed.) *Community Service-Learning: A Guide to Including Service in the Public School Curriculum*. Albany, NY: State University of New York Press.

Resources/Organizations

The following organizations are resources for service-learning materials, curriculum and/or training and technical assistance services.

Compact for Learning and Citizenship
Education Commission of the States
www.ecs.org
303-299-3644

Campus Compact
www.compact.org
401-863-1119

Center for Human Resources
Brandeis University
http://heller.brandeis.edu/chr
781-736-3770

Chronicle of Philanthropy
www.philanthropy.com
202-466-1200

Close-Up Foundation
www.closeup.org
800-CLOSE-UP

Constitutional Rights Foundation
www.crf-usa.org
213-487-5590

Corporation for National Service
www.nationalservice.org
202-606-5000

Education Week
www.edweek.org
301-280-3100

Institute for Justice
www.ij.org
202-955-1300

Learning In Deed: Making a Difference
Through Service-Learning
An Initiative of the W.K. Kellogg Foundation
www.learningindeed.org
202-778-1040

National Dropout Prevention Center
www.dropoutprevention.org
864-656-2599

National Peer-Based Service-Learning
Training & Technical Assistance Exchange
www.lsaexchnage.org.
877-572-3924

National Service-Learning Clearinghouse
www.nicsl.coled.umn.edu
800-808-SERV

National Society for Experiential Education
www.nsee.org
703-933-0017

National Youth Leadership Council
www.nylc.org
651-631-3672

Northwest Regional Educational Laboratory
www.nwrel.org
800-361-7890

Points of Light Foundation
www.pointsoflight.org
202-729-8000

RMC Research
www.rmcdenver.com
303-825-3636

About the Authors

Angela Harwood is an assistant professor of secondary education at Woodring College of Education, Western Washington University.

Callie Underhill is an 8th-grade language arts and social studies teacher at Fairhaven Middle School in Bellingham, Washington.

© Copyright 2000 by the Education Commission of the States (ECS). All rights reserved.

The Education Commission of the States is a nonprofit, nationwide interstate organization that helps governors, legislators, state education officials and others identify, develop and implement public policies to improve student learning at all levels. It is ECS policy to take affirmative action to prevent discrimination in its policies, programs and employment practices.

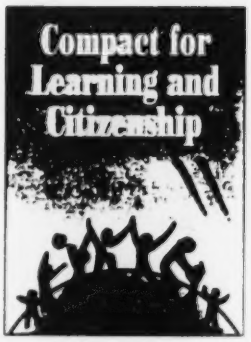
Copies of this *Issue Paper* are available for $4 including postage and handling from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, Colorado 80202-3427, 303-299-3692. Ask for No. SL-00-01. ECS accepts prepaid orders, MasterCard and Visa. All sales are final.

To request permission to excerpt part of this publication, either in print or electronically, please fax Josie Canales at 303-296-8332 or e-mail: jcanales@ecs.org.

For More Information

The Compact for Learning and Citizenship (CLC), a project of the Education Commission of the States, provides K-12 school leaders, legislators and other education stakeholders with resources, profiles and strategies to integrate service-learning through practice and policy. District superintendents and chief state school officers are invited to join. The CLC Web site (www.ecs.org) also provides links to other organizations, clearinghouses, publications and resources. Contact Terry Pickeral, project director, at 303-299-3636 or tpickeral@ecs.org, or Lou Myers, project coordinator, 303-299-3644 or lmyers@ecs.org.

Funding for this publication was generously provided by the W.K. Kellogg Foundation.



EDUCATION COMMISSION OF THE STATES
ECS

Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427

Forwarding Service Requested

Nonprofit Org
U.S. POSTAGE
PAID
Denver, Colorado
Permit No. 153